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ABSTRACT

Impetus for curriculum change in the field of social studies stems from the increasing momentum of social change, together with new developments in the social sciences and new discoveries in learning theory. Principles which characterize the suggested program modifications include focus on concept formation, a multidisciplinary approach to learning, sequential skill development, inquiry-discovery orientation, and a multi-media approach to learning materials. A Curriculum design for Grades 1, 2, and 3 outlines a series of unit topics and several content areas to be sampled. The unit topics are presented in the form of basic questions related to the various social science disciplines, and topic words which are suggestive of the ideas or concepts to be developed are included under each unit heading. Lists of developmental activities serve as examples of activities which are thought capable of achieving a wide range of goals in social studies. The bibliography of print and audiovisual materials which follows each year level includes a suggested order of preference for purchase and a key to publishers and producers/distributors. (Author/SHM)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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DEPARTMENT OF EDUCATION

PROGRAM DEVELOPMENT

ED 060472

Tentative Plans For A Suggested Revision For Social Studies

DIVISION I (Grades 7, 8, 9)

SP 004872

Division I and II Social Studies Committee

August, 1970

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Introduction

The field of social studies like other areas before it is now feeling the full impact of forces for change. Significant among these forces is the increasing momentum of social change together with new developments in the social sciences and new discoveries in learning theory. In response to such forces many new and divergent proposals for curriculum change have been made.

It is suggested that the following principles characterize any modification of the social studies program in ~~Division I~~ Primary grades.

Conceptual Approach

The emphasis in social studies instruction should focus on concept formation rather than accumulation of facts. Frequently social studies is presented merely as a collection of information bearing little relation to the knowledge and skills inherent in the social science disciplines and contributing little to the intellectual development of the child. The social studies curriculum can be structured around key concepts and generalizations from the various social science disciplines. Such concepts determine the scope of the program while the sequence is found in the sequential development of these concepts at higher and higher levels of abstraction.

Multidisciplinary Approach

We must recognize that no single discipline can offer all the knowledge, tools and experiences needed for the study of man and his social and physical environments. The increasing complexity and rapid changes in our society demand that we draw upon economics, anthropology, sociology, and political science as well as upon history and geography.

Sequential Skill Development

The social studies program should also provide for the sequential development of skills to parallel the development of concepts and generalizations. Provision should be made for the introduction and reinforcement of social studies skills at higher and higher levels of sophistication.

Inquiry-Discovery Orientation

Children need to learn methods of inquiry that permit them to discover for themselves. Teaching in social studies might well move farther away from simple exposition toward guiding discovery.

Multi-Media Approach

Emphasis on the development of concepts and the use of new strategies in social studies calls for greater variety in learning materials. A variety of materials is required also to meet the differences in background, ability and interests of children.

SOCIAL STUDIES

DIVISION I

Definition of Social Studies

Social studies may be defined as a school subject in which young people study man and his relationships with his social and physical environments. The knowledge, skills and values developed in social studies help young people to be aware of the past, to understand the present and to mould the future.

Objectives of Social Studies

The ultimate aim of the social studies program is to provide for the development of knowledge, skills and values necessary for informed and effective participation in society.

The multiple objectives of social studies might be classified as follows:*

A. Knowledge
   - Facts
   - Concepts
   - Generalizations and understandings
   - Principles and theories

B. Methodology and Processes of Inquiry
   - Basic cognitive skills
   - Modes of inquiry and decision-making in the social sciences

C. Affective Goals
   - Attitudes
   - Feelings
   - Sensitivities
   - Values

* Fraser, Dorothy McClure (ed). Social Studies Curriculum Development: Prospects and Problems, 39th Yearbook of the NCCS, 1969.

A. Knowledge

Fundamental to learning in the social studies is the acquisition of facts and the formation of concepts and generalizations. Knowledge in the form of basic concepts and generalizations is considered most useful when it is arrived at through examination and use of a large number of facts drawn from various sources. Facts are seen not as ends in themselves but as a means of developing concepts and generalizations.

A selected list* of key concepts and generalizations drawn from the various social science disciplines appear in a chart following this section.

B. Skills

A wide range of skills is required in handling social studies data. Among the most significant are the following:

1. Thinking Skills

Remembering
- recognizing or recalling

Translation
- changing from one form to another (e.g. a table of statistics to a graph)

Interpretation
- discovering relationships

Application
- using knowledge and skills in new circumstances

Analysis
- taking apart - breaking down more complicated material into its component parts

* A Conceptual Framework For the Social Studies, Wisconsin Department of Public Instruction, 1967 (With minor changes).

Synthesis

- putting together - putting ideas together to make a new and original idea

Evaluation

- judging - determining whether something is acceptable or unacceptable.

2. Study Skills and Work Habits

Many study skills and work habits are included and taught in other curriculum areas. Children are taught skills in locating, acquiring, interpreting, processing and presenting information. Developing these skills in social studies should lead children to:*

a) Use a variety of sources of data including primary and secondary sources, library materials, current periodicals, community resources and audio-visual materials.

b) Interpret and make maps, graphs, tables, time lines, and other geographic materials.

c) Interpret sequences of events, time periods, chronology and trends.

d) Organize material from several sources and present it in pictorial, oral, written or graphic form.

e) Distinguish facts from opinions and relevant from irrelevant information.

f) Detect errors in thinking, unwarranted assertions, and the use of propaganda techniques.

g) Work as a member of groups, participating in decision-making, carrying out plans, adhering to group standards, and evaluating individual and group efforts.

3. Problem Solving Skills

In processing knowledge children should learn to:

a) Define the question or problem to be studied.

* Adapted from Michaelis, John U., Social Studies for Children in a Democracy, Fourth Edition. Englewood Cliffs, New Jersey: Prentice Hall, 1968.

b) State hypotheses or questions to guide study.

c) Gather pertinent data.

d) Analyse and organize data to test hypotheses or answer questions.

e) Interpret findings and draw conclusions.

f) Express opinions and make practical applications.

C. Values

Values may be described as the standards held by individuals and groups. The process of valuing is what everyone goes through when he makes judgments about people, things and events encountered in his daily life. Students should in the process of valuing, become aware of values, recognize alternate values, select and accept preferred values, conceptualize their own values and organize a value system.

Value concepts which might be emphasized in social studies include:

1. Dignity of man
2. Empathy
3. Loyalty
4. Justice
5. Equality
6. Freedom

PRIMARY GRADES

DIVISION I

Social Studies Program

Structure

This social studies program has been structured around a selected list of basic concepts and generalizations from history and the social sciences. The decision was based on the premise that it is more important to develop significant ideas than to cover specific content. Understanding of the basic concepts increases as they are developed year by year in greater depth and through different content. Just as the generalizations are developed sequentially so, too, must be the skills and values.

Time Allotment

The present time allotment for social studies, 150 minutes per week is retained. It is anticipated that the challenge of a newly organized program will discourage the teaching of social studies "incidentally" or as part of other areas of study.

It is expected that approximately three quarters of the time will be devoted to the suggested themes with the remainder of the time left to the discretion of the teacher. This would provide an opportunity for the study of problems of current interest to the teacher and students. The problems selected might be studied by the whole class, by groups of students or by individuals. They might be related to the theme for the grade or unrelated to it. The problems chosen should encourage achievement of social studies objectives and be relevant to the needs and interests of the students.

Overview

A page entitled overview precedes each year level. It outlines, on the one hand, a series of unit topics for study, and on the other several content areas to be sampled. The unit topics are presented in the form of basic questions related to the various social science disciplines. Topic words which are suggestive of the ideas and concepts to be developed are included under each unit heading.

Several considerations are thought to justify the inclusion of specially selected areas to be sampled within the theme for each year:

1) the importance of study of the area within the actual experience of the child; (Our Families, Our Community)

2) the need to develop the idea "then and now"; (A Pioneer Community)

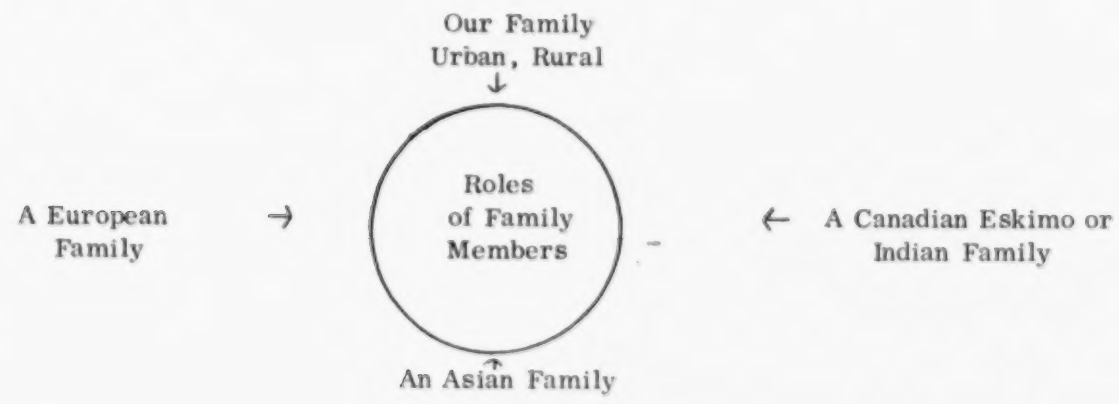
3) a purposeful attempt to build a "world view" -- to provide many opportunities to sample the major culture areas of the world and at the same time avoid repetition from year to year;

4) for practical consideration, areas have been suggested for which materials are thought to be readily available.

Content Organization

The recommended approach calls for the development of selected concepts and ideas through a sampling technique as illustrated in Pattern A.

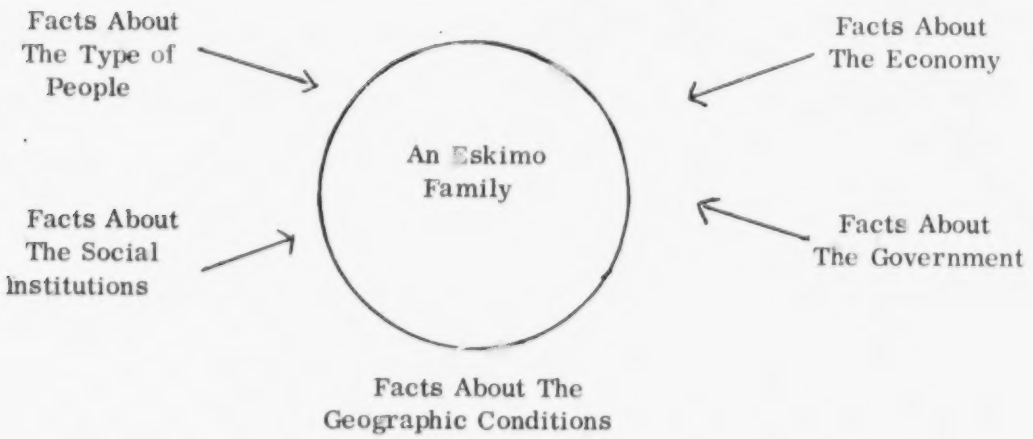
Pattern A



Understanding of basic concepts is enhanced through the study of a few or many examples. The development of ideas is considered more important than coverage of content. Children perceive relationships through recognition of similarities and differences among the samples.

In a second approach several topics (families, areas, countries, etc.) are studied in isolation as illustrated in Pattern B.

Pattern B


Facts About The Type of People
Facts About The Economy
An Eskimo Family
Facts About The Social Institutions
Facts About The Government
Facts About The Geographic Conditions

The study would be repeated for each suggested topic. Such an approach while multidisciplinary tends to concentrate on the collection of large amounts of factual information. Such information structured around topics rather than ideas is easily forgotten.

Unit Charts

The units for each year level are outlined in a chart which shows the relationship of basic concepts, understandings, and developmental activities.

The concepts have been taken from the chart on pages XII and XIII and are repeated at

each year level. Teachers may turn to the chart and find the generalization which explains each concept. The understandings are derived from the generalizations in the chart but relate directly to the theme under study. It is anticipated that these understandings will guide the teacher in her selection of specific content and learning experiences.

The developmental activities are included as examples which are thought capable of achieving a wide range of goals in social studies. The list should in NO way be considered complete or prescriptive or restrictive. They are simply illustrative of some of the kinds of learning experiences which might be undertaken.

The resource materials listed after each year level are included for guidance only. They, too, should NOT be considered complete or prescriptive. However, teachers should note the wide range of materials available in both print and non-print form. In general, the resources appear in the lists in order of usefulness to the classroom teacher as determined by the Social Studies Committee.

If the "real" curriculum is thought to be the day to day experiences in the classroom then in reality it is the individual teacher who determines the curriculum.

In planning units or lessons the individual teacher must determine the specific topics or problems to be explored. Guided by the suggested concepts and general understandings the teacher identifies the "smaller" ideas from which the larger understandings are developed. These become the knowledge objectives in the unit or lesson. Having determined these, the teacher must select the content and activities which might best achieve the objective.

Another step in planning involves specification of skills which must be employed by children as they undertake their work. This will involve not only the introduction

of new skills but also provision for reinforcement of skills previously introduced. The types of skills taught or reinforced will be closely related to the type of procedures or methods selected and kinds of materials used.

In a similar fashion the teacher must examine the topics and problems to be explored to note opportunities to invite children to examine individual and social values. It is important not only that children learn about values but that they have opportunities to use the valuing process -- the process one goes through when making judgments about people, things, events and ideas.

GENERALIZATIONS INCORPORATING

MAJOR SOCIAL STUDIES CONCEPTS

HISTORY	ANTHROPOLOGY-SOCIOLOGY	POLITICAL SCIENCE	ECONOMICS	GEOGRAPHY
Change is inevitable, and the rate of change is uneven among and within societies. (Change)	I. Man is a unique being, and while each individual is unique in some ways, greater similarities exist among men than dissimilarities. (Man)	I. Every society creates laws. Penalities and sanctions are provided for violations of law. (Authority)	I. The conflict between unlimited wants and limited natural and human resources is the basic economic problem. Scarcity still persists in the world today. (Scarcity)	I. Spatial relationship exists between any place on earth and all other places. A relationship between two or more locations involves direction, distance and time. (Spatial relationship)
Human experience is both continuous and interrelated. (Continuity)	II. Man has unique, common needs which are met within a social setting through membership in primary and secondary groups. (Social being)	II. Governments are established by man to provide protection and services. In some governments people delegate the authority; in others authority is imposed. (Philosophy-ideology)	II. Man constantly tries to narrow the the gap between limited resources and unlimited wants. Geographical, occupational, and technological specialization (division of labor) are the results of his desire to produce more, better, and faster. (Specialization)	II. Maps are representations of all or parts of the earth. They are used to record and analyze the spatial distributions and relationships of earth features and of people and their life on the earth. (Maps)
Acts and events have both causes and consequences which are never simple and often complex. (Cause and effect)	III. Within these groups man develops accepted ways and means of meeting his needs and coping with the problems of living in groups. These ways and means are called institutions. (Institutions)	III. Democracy is government in which decision making is in the hands of the people who make their desires known through voting, political parties and pressure groups. Democracy seeks to protect the rights of individuals and minority groups. (Decision making)	III. Specialization leads to interdependence which demands a market where buyers and sellers can meet. The market, in turn, needs money which will serve as a medium of exchange, measure of value, and a store of value. (Price)	III. Region refers to an area which is delimited as being significantly different from other areas on the basis of one or more selected physical or cultural characteristics. (Region)

(Continued)

HISTORY	ANTHROPOLOGY-SOCIOLOGY	POLITICAL SCIENCE	ECONOMICS	GEOGRAPHY
People tend to judge or interpret the past in the light of their own times and experience. (Nature of evidence)	IV. A society's whole system of institutions, including the artifacts it produces, constitutes its culture. All cultures have some common characteristics called cultural universals. (Cultural universals)	IV. Citizenship involves varying degrees of obligations and privileges depending upon the form of government. An active, educated citizenry is essential to a democracy. (Citizenship - leadership)	IV. All mankind is faced with four economic decisions: 1) What and how much to produce? 2) How much and in what way land (natural resources), labor and management and capital (tools) are to be used for production? 3) Are the goods and services to be used for further productions or immediate consumption? 4) Who shall receive the products and in what proportion? (distribution) (Economic decisions)	IV. Geographic linkage is evident among countless human settlements through the exchange of messages, goods and services. (Linkage)
Each civilization has certain significant values and beliefs that evolve out of the developing culture, and in turn, influence its growth and development. (Values and beliefs)	V. Individuals learn accepted ways of perceiving, thinking and behaving from their culture and in turn can effect changes in that culture as it becomes inefficient or self-defeating in meeting the needs of the society it serves. (acculturation, assimilation, cultural change)	V. There is a division of responsibility and an interdependence at all levels of government: local, provincial and national. All nations of the world are becoming more interdependent. (Institutions)	V. Public policy, derived from a people's value system, modifies the operation of the market to promote economic growth, stability, and security while attempting to minimize restrictions and injustices. (Business cycles)	V. Natural forces continually change the earth. Man also changes the natural environment by arranging himself and his creations over the earth modifying the features of the earth itself. (Perpetual Transformation)
	VI. This cultural change is a continuous and accelerating process, effected through invention and borrowing. Change in one facet of a culture brings change throughout that culture. (Cultural change)			

AN OVERVIEW

YEAR ONE

FAMILIES

LEARNING ABOUR FAMILIES

~~Probable~~ Social Science Emphasis	
~~(Definition, Description)~~ Anthropology Sociology	UNIT I What is a Family? Relationships Description-Definition Similarities and Differences in Families (overview only)
	UNIT II Where do Families Live? Homes Types Location Care Use of Space Use of Materials
Geography	The Earth - The Home of Man Land and Water Globes Maps Directions
	UNIT III How do Family Members Learn to Live Together? Roles Rules Responsibilities Recreation
Political Science Sociology	
	UNIT IV How do Families Meet Their Basic Needs and Wants? Basic Needs Wants Choices Money
Economics	

A wide range of samples might be selected to develop the desired concepts about families. They should be chosen with concern for the past and present, similarity and dissimilarity to our own and the near and far, they should be chosen as well, to ensure broad world coverage without too much emphasis on any one country throughout the various year levels. The following are suggested:

Our Families - our own area first
A rural Saskatchewan Family
An urban Saskatchewan Family

A Canadian Indian or Eskimo Family

An Asian Family
Japanese, Chinese, or other East Asian

A European Family
Dutch, French or German

An African Family
Non-white

UNIT V

History

How do Families Change?
- Size and Composition
- Environment
- Economic Conditions
- Customs and Beliefs

~~DIVISION I~~

YEAR ONE

FAMILIES

UNIT CHARTS

UNIT I - What is a Family?

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
Social Being	All people have basic needs, food, clothing, shelter, protection and affection.	Form a crowd of children around a table or in an area, then form different size groups of children, each doing an activity in pantomime.
	To satisfy his needs man lives in groups.	Through discussion bring out ideas of difference between crowd and group (common goal) large and small groups.
	A basic social group is a family.	Collect pictures for a Bulletin Board display. Many kinds of groups: a hockey team or football squad a church group a boy scout or girl guide group an instrumental group a choir, or ballet animal families a family at a picnic a family in a home situation a family group missing a parent Print questions on tag cardboard and pin to display. Why do people belong to these groups? Can we belong to more than one group? What groups are families? How can you tell? Why do we need families? As you read the questions to the class, children volunteer their opinions. Lead them to put into their own words

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		the first three understandings on the left. Point out the difference between family and group. Point out need for direction, protection, affection, identification, by dramatizing a group with a goal, but with no leaders or directions.
Social Being	Families differ in size, race and composition.	Build with class a chart of different kinds of families using pictures brought from home, (or cut out at school), from magazines, travel brochures or commercially purchased ones. Arrange in order of understandings: large or small immediate family only extended family (including grandparents or other relatives) families from 3-5 other countries, races or ethnic groups. A discussion might point out the similarities and differences in family composition. Families are more alike than different. (share common goals). Main ideas to include: Families everywhere provide the basic needs (food, shelter, protection, affection) though sometimes in different ways. Each family member is "who he is" because he belongs to a certain family unit.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
	Family members develop the realization of self through contact with others.	Each class member might build his family tree. Supply a construction paper tree with 2-3 branches.
Social Being		Children bring snapshots of family members, or, Children draw bust pictures of family members. The trunk includes grandparents - parents - children on up. Different branches might show students the relationship of aunts, uncles, cousins etc. depending on maturity of each student.
UNIT II - Where do Families Live?		
Cultural Universals	Homes differ from family to family in any given area and from place to place around the world.	Make a booklet, charts, bulletin boards or accordian type stand-ups etc. Where do families live? (1) Children bring snapshots from home of their own homes. (2) Children bring cut out pictures of many kinds of homes in Canada. (3) Children cut out at home or school many types from other lands. After pictures are in place on each page (or chart or stand-up), discussion follows to help children formulate in their own words the understandings on the left. The following questions might be used to lead to the big ideas: Is a house or building a home? What makes it a home?

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Why do we need homes? (shelter, center of family activities) etc. Why are there so many kinds of homes? How is each shelter like our own home? How is it different? What might be the reason for the difference? (materials at hand; weather; environment; culture; transportation problem; etc.) What problems might arise if certain types of homes were moved into your neighborhood?
Region	Many factors influence a family's choice and location of home. Some locations are more suitable for homes than others.	Why are homes located where they are? Show pictures to class that you have collected from magazines, travel brochures, books, etc. Try to get: A busy city main street An island in a lake or river A bare hill in the middle of a pasture A field along a highway A shaded side street in a town or city A steep canyon in a mountainous or hilly area A swampy marsh A pleasant valley A large hotel in a busy city An area in winter, another in summer. These pictures should be mounted and on display together. Ask questions to direct thinking about the problems of: comfort accessibility of materials families' activities father's work

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		transportation difficulties effects of weather isolation density of homes cost of property (use of land space)
Scarcity	In cities many families live in one building because of the high cost of land. The cost of a house is dependent upon its size, the construction materials used, and the cost of land.	What happens when land costs a great deal? Simulation game for 1 or more groups. Cut a piece of cardboard 12" square to represent a city block, for each group. Using children's play blocks or counting blocks (1" cubes) have students build single dwelling homes on the site (i.e. 1 cube 1 home); then build high rise apartment buildings. As group counts number of families that occupy the city block in the situations lead them by questions to discover savings in space and cost in a crowded city. You may want them to ask at home for information as to the price of a block in a nearby city. Students may build several types of apartments also (i.e. four story courtyard type). Your questions might bring out advantages and disadvantages of apartment living, as well as variations in size of rooms etc. The students could investigate the questions: What type of dwellings will we probably see more of in the future in our cities? For what might a city use the extra space? etc. Draw out the idea that no matter where we live there will be problems, advantages and disadvantages.
Acculturation	Family members share responsibility for the maintenance and improvement of the home.	Present pictures of a rundown house, a new home, a family working to improve a home.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Discuss how we might plan to care for our home. Sample questions might be: Why do some homes need improvement? Why do some families let their homes run down? How do other families keep their home in good condition? Does good care of a home mean it will last forever? Do you think homes will look just as they do now when you get to be grandparents? What can you do to help keep your home looking its best?
Maps	Pictures and maps show how things look and tell us the direction, position and distance of things relative to one another.	On a piece of paper have children arrange various sized blocks which represent the furniture in their bedrooms. The edge of the paper represents the walls. Have them start by locating the door. Have them draw a picture map to show the location of various objects in their bedroom (bed, dresser, desk, etc.)
	Symbols are used on a map to represent objects.	A second drawing might be made by tracing around the blocks and then removing them. Note that the tracings represent real objects (are symbols) and give a "birds-eye" view of the objects (outline only). From the front of the school, have the children observe the street, the school and the houses across the street. Construct a model in the classroom -- a sheet of paper (the land), a strip of black paper (the road), several small blocks or boxes (the houses across the street), a large box (the school) and small toy cars and trees.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Again, each of the blocks may be traced and the relative positions discussed and the fact that a "birds-eye" view (looking down at objects) shows the outlines of those objects only.
Maps	The key on a map tells us what the symbols stand for.	To teach the idea of Map Key symbols in the form of cutouts -- yellow square-peaked roof (houses) large red rectangle (school) cutouts of automobiles, (cars parked on the street), green triangle with stem (trees). Students each make a map of the model by pasting the symbols for the objects in the proper relative positions. Matched pictures and floor plans of classrooms or living rooms may be examined to develop understandings about what is best learned from a picture and a map. Commercial or teacher-prepared simple maps with keys may be examined to develop understandings of pictorial or semi-pictorial symbols. After cardinal directions have been taught, directions should be indicated on all maps or models students have made. (See below).
Spatial Relationship	Knowing the cardinal directions helps us read maps.	The cardinal directions have been taught by taking the students outside at noon. They stand-turn until they see their shadows on the ground. Look ahead - North To the right - East To the left - West Directly behind - South

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		If the place chosen for the experiment is visible from the classroom, sticks may be arranged on the ground in the shape of an arrow pointing North. This facilitates the orientation of the children to the cardinal directions when they return to the classroom. Encourage children to orient themselves to direction while moving in the hall, leaving the school, turning into the street, etc. Encourage children to discover directions also by locating where the sun appears to rise (East) and set (West). Establish directions at home - looking out the bedroom window, front and back door, etc. Pictures or sketches may be used to build understanding of words indicative of the direction of objects from one another or relative position of objects to each other. Children might choose from several words the best word to describe the relationship of certain objects (the duck <u>on</u> the pond, fish <u>in</u> the water, the boy running <u>around</u> the bases, etc.) Other words: above, over, near, far, through, beside, etc
Maps	The globe is a model of the earth.	Examine a photograph of the earth taken from a space ship to establish the shape of the earth. Introduce idea of model as a small copy of a larger object by examining: - model chair - real chair - pictures of farm animals, cars - models of same

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		- picture of the earth (above) and globe as a model of the earth. Using, if possible, a simple primary globe establish that: the earth has land and water (water is often shown as blue - land as brown). : people live on the lands of the earth : there is more water than land. Locate Canada on the globe. As various families are referred to, their homelands may be located.
UNIT III - How do Family Members Learn to Live Together?		
Social Being	The things we are taught and expected to do are called roles. Traditions, time and circumstances change the roles each individual family member plays.	Show filmstrips, films or read books aloud to class as an introduction to family living in order to investigate roles. A filmstrip series such as "Robert and His Family" is useful in that a teacher may stop the presentation and have the class discuss certain points in order to bring out the understandings on the left, or the entire filmstrip may be shown and only those frames that illustrate the understanding are shown again as discussion progresses. Sample Question: Why do some family members do things that other members do not do? It might be stressed that roles differ according to maturity, experience and custom. Likewise roles are filled differently upon the absences of a parent and as an

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		individual grows older. Role Playing: The preparation of food might serve as a good example to illustrate the interdependence of the various roles of family members. Johnny (8 years) digs the potatoes (or runs the errand to obtain them) and gets the milk etc. from the refrigerator. Susan (10 years) peels the potatoes and sets the table. Mother makes the potato scallop. Father plants the potatoes or gives Johnny the money to buy the potatoes. Johnny - brings in the mail with the power bill to Father. Father - sets aside the money to pay the bill.
Institutions	The family is the social setting in which learning begins. The family is the basic institution responsible for encouraging acceptable behaviour and attitudes.	Dramatize many family activities or situations in order to point up the many roles a member plays simultaneously. i.e. Father - provider, protector, teacher of skills and crafts, playmate, administrator, head of authority, counsellor in character building, etc. Situations might include working together, playing together, assuming responsibilities, sharing responsibilities, learning courteous ways of action, learning from each other.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Songs. Class might make up words to the tune, "Here We Go Round the Mulberry Bush", for shared family life. i.e. "This is the way we wash the car".
		Chart or Booklet. Students might draw pictures of family activities.
		Pantomime roles in a group - other members guess activity.
		Puppets are excellent means of getting across the idea of a situation i.e. brother is left in charge of the baby at the beach. Baby wanders. Family searches. Lifeguard brings baby to authorities for identification. Desperate family seek authorities. Boy acknowledges his lack of care, and his need for more responsible action.
Power-Authority	Rules are necessary to guide group living. Parents make and enforce most family rules.	Initiate a game which involves several students. Establish no rules. Game might need to involve turns, leader, etc. If group flounder in playing, let members plan procedures. Then discuss reasons for the rules. Why do we have rules? Find a picture where a problem has arisen in a home through a broken rule. Use pictures of two types. Find a picture of a rule being followed. Another picture of a rule being broken. Putting out campfires. Closing the stairway off from baby. Using a seatbelt in a car.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Leaving toys at entrances, doorsteps, etc. Children squabbling over toys. Discuss: What are rules? Why are rules needed? Dramatization Play roles of different situations in which rules are needed. i.e. A new baby in the home - small objects are put up out of reach - members talk quietly while baby sleeps. A pet in the home - a wet day, feet wiped off. Play a game of snakes and ladders - turns in spinning for numbers, etc. An exciting adventure to tell Dad - all talking at once, quarrelling over sequence of events, etc. 6-8 children eating at a birthday party table - reaching for food, passing food, talking with food in mouth, sitting politely, etc. Dad's tools - ask permission, put it back, etc.
	Rules differ in families according to tradition and culture.	Make a list of the different rules that prevail in the families of the students, to bring out the idea that all families have rules. Families have different rules. Some families have more rules than others. Who sets the rules? Who enforces the rules? What happens
	Rules are easier to accept when	

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
	the reason for them is understood. If no rule applies to a situation people are guided by their own sense of right and wrong.	when no rules apply? Students might draw a picture for a rule he feels is important to him.
Citizenship	Family citizenship involves accepting responsibilities and the wise use of freedom.	Comparing and contrasting family life. Collect as many books as are available that show pictures of families from 3-4 other cultures, working, playing, sharing responsibilities, learning from each other, etc.
Acculturation	Families of different environments and cultures satisfy their needs in different ways. Families of different environments and cultures pass to their children traditions, values and beliefs. These change through time and circumstance.	Show films, filmstrips of family life in other cultures. (You may have to select only a frame or two from each filmstrip). Then through talking about the pictures bring out similarities in roles and rules of family life. In discussing differences help students to see that customs, environment, economic ability, interests, materials available, etc. explain why differences exist. Such questions as the following might help children accept customs different from their own. In carrying on family activities is one way more right than another? What determines the way the activity by a particular family is carried out?

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES

Collect pictures of families taking part in picnics, shopping, vacation travels, birthday parties, Thanksgiving dinner, Christmas gift wrapping, weddings, graduations, going to church.

Sample Questions for Discussion:

Do you like doing things with your family?

Why do families take part in celebrations together?

What is a celebration? a ceremony? a custom?

How do family members feel when they share celebrations?

Do you have happy memories of times you have shared with your family?

Can you tell about one time?

When we share good times together does this help to feel closer to our family? more loved?

When we have a big family ceremony like a wedding what relations of our family might we see? Do you enjoy these large family gatherings? Why?

Compare and contrast ceremonies from other cultures.
i.e. Indian Potlatch
Tea ceremony in Japan
Doll Day, Boy's day - fish flags
An Eskimo Family Festival

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		An African Family Festival Dutch Tulip Festival
UNIT IV - How Do Families Meet Their Basic Needs and Wants?		
Economic Decisions Scarcity	As families usually have more wants and needs than their resources will supply, and as these are always changing, wise choices must be made.	For a period of one week have each student draw daily the one thing he wants most of all. At the end of the week discussion could centre around the fact that no one can have everything he wants and hence, choices must be made. Role Playing: Act out situations in which a choice must be made. e.g. Tommy went out for a bicycle ride, he noticed that he had a flat tire. What does he need most (a new bicycle, a car, a someone to repair the tire)? Game: Make up a set of cards, each card having the picture of one item that might help to satisfy a basic need, or the picture of one item that might help to satisfy a secondary need. Cards are to be shuffled and dealt to a group of students. Ask if each individual could live happily for a period of time (one week, one month, etc.) with only the items on the cards received. It could be stressed that usually the basic needs are satisfied by families before secondary needs. Prepare a chart depicting the needs of a family using pictures of specific items that would be required by (1) a baby (2) a six year old boy or girl (3) a mother or father. Through discussion and questioning, the differences in individual needs may be noted and the need for establishing priorities developed.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Set up a large wall chart divided into three parts: Section A - items that are quickly consumed Section B - items that last longer and are more costly Section C - items that last a long time and that are expensive e.g. A - bread, B - T.V. set, C - house Students may add items according to their respective costs in the proper sections. Discussion regarding the spending of more money by the family at certain times. e.g. Wedding - Vacations - Christmas - For higher education of a family member.
Scarcity	Families that earn more money than other families, and those that learn the ways of saving, can satisfy their immediate and future wants more effectively.	Role Playing: Set up two families. Each family receives the same amount of money per month. One family spends all of their money at the store. The other family saves a portion. Use play money. Discussion centred around the reasons why a family might want to save a portion of the money earned each month. Discussion centred around the ways money may be saved -- mending, baking, repairing, careful purchasing, buying in quantity, taking advantage of sales, etc.
Business Cycle	When families consume goods and services they help other families earn.	Role Playing: Play store. Each child makes a purchase. May use pictures of the objects purchased. Discussion may be used to bring out the fact that many people benefit from each purchase. e.g. Pair of shoes purchased -- who benefits? Clerk -- storekeeper (service), leather (farmer), rubber heel (rubber grower - factory worker), laces (farmer,

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
UNIT V - How Do Families Change?		factory workers) eyelets (Miners, factory workers).
Change	Families change in size and composition.	What is change? How does change effect families? Show pictures of: egg to chicken summer day to winter day day to night Game: Skip to music, change direction when music stops or play follow the leader. Time-Line: Students may draw bust pictures of a family member at different stages in their life sequence. i.e. Father as a boy, as a working man, old and retired. Pictograph: Cut out pictures to represent family members. First line - Mother Father only. Second line - Mother, Father, Baby. Third line - Mother, Father, Child, Second Child, etc. or Grandparent came to live, or an older child may leave home. Comparison by pictograph of the sizes of families of class members.
	Families change their ways of living to meet changing needs and conditions. The conditions may	Dramatize or Role Playing: Change in Job - earnings increase, move to larger home.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
	be imposed by nature or man.	Father laid off - less income, move to smaller home. Boy's jobs at 6 years - boy's jobs at 15 years. Crop is hailed out - family cannot buy new car.
Cause and Effect	Changes affect people in different ways. The changes may be positive or negative and sometimes they create family conflict.	Make a scrapbook to depict changes: Pictures to depict environment change. Discussion about i.e. Southern Saskatchewan in 1930's - families moved away; Father works for oil company - live in trailer and move to Alberta, move to another country.
	Families change when new things and new ways are developed, sometimes families resist change to preserve their traditions.	Pictures to depict changes in customs, habits, etc. Family sleigh riding - skidooing Walk to school - ride school bus Pictures of negative changes. Father's job changes to one away from home. Mother's responsibilities increase. Father out of work. Illness in family. Pictures depicting the dress of family members through the years. Have a local resident of long standing give a talk to the class on how his family has changed through the years to meet changing conditions.
	Families adjust to changes more readily through thinking and planning.	Family moves require planning. Loss of job - families must plan in order to adjust to new economic conditions.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
Continuity	Families change as time passes so change is continuous, however, the rate of change varies from place to place and time to time.	Construct a chart depicting the tools that Mother uses to prepare meals. On a second chart show the tools that grandmother might have used to prepare meals. Compare the two charts for changes in ways of living.
	Although change is continuous, certain aspects of family living are retained for varying periods of time.	Compare the charts for similarities.
		Construct a chart depicting the tools that an Eskimo mother uses to prepare meals. On a second chart show the tools that an Eskimo grandmother might have used to prepare meals. Compare the amount of change in our family with that of an Eskimo family.
		Where possible, compare and contrast change in the family life of people of other cultures.
Values and Beliefs	A family retains certain values and beliefs that have been passed through the generations.	Through discussion and questions consider the reception which individuals might accord to a new class member. How would class members wish to be treated if they joined another class?
	The developing culture of a family is being constantly modified and changed.	Pupils might tell stories of how they spend Christmas Day. Customs of the families could be compared, noting similarities and differences. Similarly, the changes that have evolved in such customs might be noted. Non-christian students might tell stories of how they celebrate their special days.
Nature of Evidence	A study of historical records and artifacts helps to promote a better understanding of change and its implications.	Pupils could be asked to do some research at home on the various ways that families keep records. Photos, slides, movies, scrapbooks, stories, heirlooms, diaries, may be brought to school to share with others.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Objects that were used in former times may be brought from the individual homes, to show that changes have occurred. e.g. flat iron, butter prints, washboards, etc. Each child may give an oral explanation of how the article was used.

Explanation of Bibliography

A short bibliography of print and audiovisual material for teacher reference is offered at the end of the course outline for each year. The numerals preceding each entry refer to a suggested order of preference for purchase. Abbreviations included in the buying information are explained in the section Key to Publishers and Producers.

The listings are intended to serve only as initial guides to teachers and should be considered partial. Updating of reference would be a continuing responsibility at the local level.

BIBLIOGRAPHY YEAR ONE

PRINT REFERENCE:

3. Anderson, Edna A.
FAMILIES AND THEIR NEEDS. Teacher's Edition. Silver Burdett, c. 1969 (GLC, $2.61)
Excellent pictures of homes of many countries. Contains a unit on different Eskimo families.

7. Brandwein, P. F.
THE SOCIAL SCIENCES: CONCEPTS AND VALUES - Blue. Teacher's Edition (Principles and Practices) Harcourt, Brace & World.
c. 1970 (Lg. $2.85)

1. Hanna, Paul R. et al
FAMILY STUDIES. Teacher's Edition. Scott, Foresman & Co., c. 1970 (Ga, $2.25)
An excellent unit on how families meet their needs and wants.

4. King, Fred et al
FAMILIES AND SOCIAL NEEDS. Teacher's Edition. Laidlaw Bros. c. 1968 (Do, $2.31)
Excellent pictures, one unit has a study of a family of Japan.

5. Lindgren, A.
DIRK LIVES IN HOLLAND. Collier, Macmillan.
c. 1963 (Cm, $3.30)

6. Peterson, Lorraine D.
HOW PEOPLE LIVE IN JAPAN. Benefic Press.
c. 1963 (Ho, $2.80)
Customs, religion, family life and homes of the people of Japan.

2. Prescott, Carol S.
Smith, Marion H.
FAMILIES AROUND THE WORLD. Fideler, C
c. 1970 (Fi, $5.85)
Excellent pictures, a good unit on the earth, a unit on living in families following rules, sharing work.

AUDIOVISUAL REFERENCE:

3. CHILDREN OF AFRICA. Society for Visual Education. Study prints. 8 colored visuals (EFD, $8.00)

3. CHILDREN OF EUROPE. Society for Visual Education. Study prints. 8 colored visuals (EFD, $8.00)

2. CHRISTMAS AROUND THE WORLD. Society for Visual Education. 1 color filmstrip, 1 phonodisc (EFD, filmstrip with teacher's guide $5.00, filmstrip with phonodisc $10.00)
Customs and traditions of many cultures.

1. CITY HOME "Japanese Life" series. Bailey Film Associates, Super 8 color film loop (Hr, $20.00)

2. DISCUSSION PICTURES: FOR BEGINNING SOCIAL STUDIES. Harper & Row. Discussion pictures (Fw, $63.00)
A variety of black and white and colored pictures of family life.

1. THE EARTH. HOME OF PEOPLE. Silver Burdett. Picture packet. 30 visuals (GLC, $24.00 net, Teacher's manual .96¢)
Large colored pictures of family life in many countries.

1. FARM HOME "Japanese Life" series. Bailey Film Associates. Super 8 color film loop (Hr, $20.00)

KEY TO PUBLISHERS AND PRODUCERS/DISTRIBUTORS

Bh — BELLHAVEN HOUSE LTD.,
1145 Bellamy Road,
Scarborough 707, Ontario.

Cenco — CENTRAL SCIENTIFIC COMPANY OF CANADA LIMITED,
2200 South Sheridan Way,
Clarkson, Ontario.

Ch — CHURCHILL FILMS,
662 North Robertson Blvd.,
Los Angeles, California 90069

Ci — CLARKE, IRWIN & COMPANY LTD.,
Clarwin House,
791 St. Clair Ave. W.,
Toronto, Ontario.

Cm — COLLIER-MACMILLAN CANADA, Ltd.,
539 Collier-Macmillan Drive,
Galt, Ontario.

De — J.M. DENT & SONS (CANADA) LTD.,
100 Scarsdale Road,
Don Mills, Ontario.

Do — DOUBLEDAY PUBLISHERS,
105 Bond Street,
Toronto 200, Ontario.

EBP — ENCYCLOPAEDIA BRITANNICA PUBLICATIONS LTD.,
Britannica House,
151 Bloor Street West,
Toronto 5, Ontario.

EFD — EDUCATIONAL FILM DISTRIBUTORS LTD.,
191 Eglinton Avenue East,
Toronto 12, Ontario.

Fi — FIDELER REPRESENTATIVES & CONSULTANTS,
73 Six Point Road,
Toronto 18, Ontario.

Fw	FITZHENRY & WHITESIDE LTD., 150 Lesmill Road, Don Mills, Ontario.
Ga	GAGE EDUCATIONAL PUBLISHING LTD., 1500 Birchmount Road, Scarborough, Ontario.
GLC	GENERAL LEARNING CORPORATION, 115 Nugget Road, Agincourt, Ontario.
Gi	GINN AND COMPANY, 35 Mobile Drive, Toronto 16, Ontario.
Ho	JACK HOOD SCHOOL SUPPLIES CO. LTD., 91 - 99 Erie Street, Stratford, Ontario.
Hr	HOLT, RINEHART & WINSTON OF CANADA LTD., 833 Oxford Street, Toronto 530, Ontario.
Lg	LONGMAN CANADA LTD., 55 Barber Greene Road, Don Mills, Ontario.
Ma	THE MACMILLAN CO. OF CANADA LTD., 70 Bond Street, Toronto 2, Ontario.
Ms	McCLELLAND & STEWART LTD., 25 Hollinger Road, Toronto 16, Ontario.
Ox	OXFORD UNIVERSITY PRESS, 70 Wynford Drive, Don Mills, Ontario.
Scott	SCOTT EDUCATION DIVISION, 100 Advance Road, Toronto 18, Ontario.

Sov SOVEREIGN FILM DISTRIBUTORS LTD.,
3811 Edmonton Trail,
Calgary, Alberta.

We G. R. WELCH CO. LTD.,
222 Evans Avenue,
Toronto 18, Ontario.

Harry Smith HARRY SMITH & SONS LTD.,
1150 Home Street,
Vancouver 3, British Columbia.

AN OVERVIEW

YEAR TWO

COMMUNITIES

LEARNING ABOUT COMMUNITIES

~~Probable~~
Social Science Emphasis

UNIT I

What is a Community?

~~(Definition-~~
~~Description)~~
Anthropology
Sociology

- Composition - land, people in groups, structures
- Size - small, large
- Types - farm, village, town, city
- Similarities and Differences (overview)

UNIT II

Where are Communities Located?

Geography

- In various natural settings
  - landforms: plain, valley, hill, mountain
- In various patterns: farm, village, town, city
- The earth
- Globe & Map skills

UNIT III

How Do People Live in Communities?

Political Science
Sociology

- Roles
- Government
- Responsibilities
- Recreation

UNIT IV

How Do Communities Meet the Needs and Wants of People?

Economics

- Wants
- Choice
- Needs - Production
  - Goods
  - Services
  - Division of Labour (jobs)
- Interdependence

A wide range of samples might be selected to develop the desired concepts about communities. They should be chosen with concern for the past and present, similarity and dissimilarity to our own and the near and far, they should be chosen as well, to ensure broad world coverage without too much emphasis on any one country throughout the various year levels. The following are suggested:

Our Saskatchewan Communities (our own community first)

A rural community

An urban community

Culturally different community
- Indian Reservation
- Hutterite Colony

A pioneer community

An Asian village community
- India or Middle East

A European town community
- Switzerland, Norway or Sweden

UNIT V

History

How Does Change Affect Communities?

- Size
- Composition
- Environment - Physical
  - Social
- Economy
- Customs and Habits

A Latin-American city

~~DIVISION I~~
YEAR TWO
COMMUNITIES

UNIT I - What is a Community?

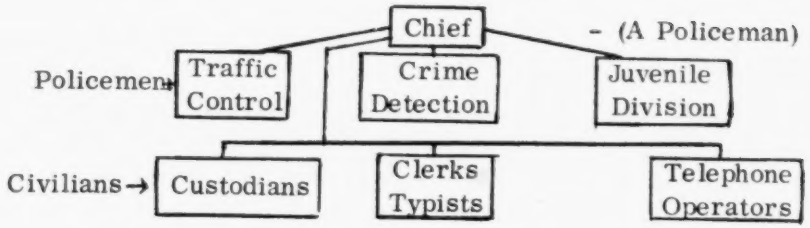
CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
Social Being	A community is a group of people living and working together.	Collect pictures of groups of people: Family, school, hospital, factory, village, town, city, etc.
	People of all countries live in hamlets, villages, towns, cities, or farm areas.	Which show communities? Which do not? How might a community be described?
	Communities differ in composition, function, physical geography, human geography, and age.	What does it take to make a community? (land, people, structure)
		What makes people feel that they belong to a community?
		How are communities similar or different? (size, age, occupation, population, style of living, buildings, land features).
		What kind of community do you live in?
		What parts of your community can be shared by everyone?
		Where can you have fun in your community?
	Most of the social, economic and political needs of people are satisfied within the community.	Make a chart showing what people do and what people need - How are these needs met in the community?

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
	People cannot meet their needs by living alone, hence they organize groups of varying sizes, cohesion and purposes to promote safety, welfare and happiness.	Prepare scrapbooks depicting different kinds of communities - e.g. agricultural - mining - lumbering - fishing - manufacturing, etc.
	Within most groups there are many sub-groups based on age, sex, occupation, religious belief, political affiliation, etc.	Make use of films and filmstrips which present various types of communities at work.
Social Being	Within most communities there is one or more commercial area which provide goods and services for the inhabitants.	An examination of air photos and street maps should reveal the location of areas for recreation, service, residential, industrial, shopping, etc.
		Look for the relationships that exist between or among areas. (garages - heavy traffic, shopping area - near concentration of population - etc.)
	In general, the degree to which a local community provides means for people to satisfy their needs varies directly with the size of the community.	Compare pictures of rural, hamlet, village, town and city. Ascertain the number and variety of services available.
		Read stories about life in communities different from "Our Community".
		Discuss why people move away from - or to our community.
		To compare and contrast: Show films, filmstrips, or picture folios of other

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		communities, such as: a village in India, a town in Norway or Switzerland, a city in South America, a pioneer community.
UNIT II - Where are Communities Located?		
Maps	The globe shows the relative location, shape and size of land and water bodies.	Examine a globe to show: - a larger amount of the earth's surface is covered by water than by land; - the names of the continents; - the identity of some islands; - the continent where Canada is located; - what are some of the names given to areas of ocean?
Regions	Large bodies of land are called continents. Smaller ones, surrounded by water, are called islands.	
	Land bodies have many forms: plains, hills, mountains, valleys.	If a relief globe is available let children feel the "bumps and hollows". Examine pictures illustrative of different land forms. From a paper maché model or diagram strengthen vocabulary: mountains, plateau, hills, valley, plain. Discuss where children have seen various land forms in their travels. A simple "color map" of Canada might be used to show three levels of elevation - (brown, yellow, green) (mountain, highlands, lowlands).
	Bodies of water can be described as oceans, lakes or rivers.	From a globe identify the oceans West, North and East of Canada.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Identify the Great Lakes on the globe and then on a flat map of Canada or North America.
		Trace a river.
		Look on a road map to find a lake the children have visited - find a river flowing into (or out of) that lake.
Spatial Relationship	The earth is constantly turning. This rotation gives us day and night.	Tape a small "stand up" figure on the globe. Shine a light and turn the globe slowly (counter clockwise). Stress that the figure is carried into the light (morning) - the light shines directly on the figure (noon) and then the figure is carried into darkness (night).
	The sun lights and warms the earth. Without it there would be no living things.	In a darkened room shine a light on the area of the equator. Then tilt it to shine on each of the poles. Determine why it will likely be warmer near the equator and colder toward the poles.
		Place a plant in a dark cupboard to show what happens when it is denied light.
Region	Some communities have a warm climate all year long; others have a cold climate for most of the year.	Collect data from newspapers which report sunrise and sunset times to show that daylight hours vary with the seasons. Make a collection of pictures showing various types of weather.
	Many communities have a climate of four seasons.	Collect pictures to show differences in seasons in the home area (lack or abundance of rainfall, snow, condition of trees and plants, clothing worn by people, etc.)
		Stress that in many areas changes are slight; in others very marked.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
	The natural features of the earth include land, water, weather and vegetation.	Use pictures to bring out these characteristic natural features.
Maps	A map is a flat drawing of part of the earth's surface.	Take a walk through the school neighborhood to discover the relative location of streets, bus routes, buildings and other features.
	Maps are useful for showing the natural and man-made features on the earth's surface.	On a large outline map of the neighborhood place "models" of man-made features. Note direction and distance and other relationships (garage - busy street; shopping centre - population concentration).
	Maps have signs and symbols that stand for certain features.	Draw or collect pictures of man-made features - pin these around a map of the neighborhood on the bulletin board. Connect the picture with string to its location on the map.
Perpetual Transformation	Many features on the earth are man-made.	Aerial photographs, pictures and film strips may be used to identify man-made structures of many types.
	As man settles the earth he builds villages, towns, and cities. Within these communities he has planned many types of buildings, roads, bridges, and various other structures.	Examine a large variety of pictures, aerial photographs, diagrams and simple maps of villages, towns and cities, to identify the man-made structures. Identify the features in each that are the same and those that are different.
	The larger the community the greater the number and variety of man-made structures.	Build map reading skills: - note direction and distance - use of pictorial, semi-pictorial and abstract symbols - use of the key on the map - locate places by using the grid lines on a map

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
	Man uses the land for growing things, as a source of natural resources and as a surface upon which to build.	Draw this conclusion from examination of pictures and photographs.
UNIT III - How Do People Live in Communities?		
Social Being	Community group members have roles within groups. In turn, the various groups have roles within the local community.	Construct charts in which the roles of the various community groups are shown - e.g. Police - Fire Department - Schools - Hospital - Department store, etc. e.g. Police Department:  Field Trip - Visit the local Fire Department - Police Station - Post Office - Dairy - Department Store - Bank in order to learn the various roles played by the individuals employed. Discuss with the class the various tasks which must be carried out in order to run a community business or service operation. Discuss with the students what could happen to the

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES

community if:

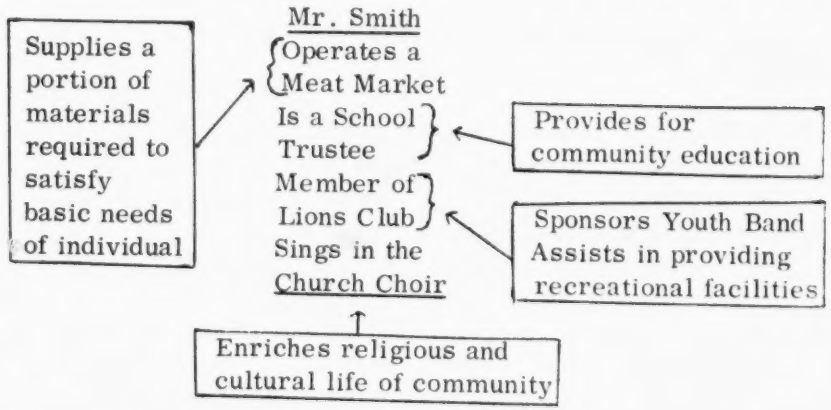
(i) all the grocery stores in the community closed for a month,

(ii) all the garages and fuel dealers ran out of gasoline for a month,

(iii) the power corporation shut of all electricity for an extended period of time.

Make a list of the community groups to which the various students' parents belong. e.g. occupational - religious - cultural - service organizations, etc., and ascertain the roles performed by parents within each group.

Discuss the roles of each of the above groups within the community. e.g.


Mr. Smith
Operates a Meat Market
Is a School Trustee
Member of Lions Club
Sings in the Church Choir
Supplies a portion of materials required to satisfy basic needs of individual
Provides for community education
Sponsors Youth Band
Assists in providing recreational facilities
Enriches religious and cultural life of community

Power - Authority

Rules are necessary to regulate community living (laws)

Discussion - regarding the necessity of rules to govern our activities. The students might discuss the rules that apply to the games they play. Would the games be

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		meaningful without rules? What happens if a participant breaks the rules of the game? Are rules or laws required within the community in order to achieve orderly living?
	The community laws are designed to protect the rights and property of the citizens.	Students might draw or collect pictures of signs that are located within the community which direct and regulate the actions of the residents. These pictures might be displayed on the bulletin board. Pupils might be asked to tell where the signs are located and what useful purpose each sign serves.
	Responsible citizens obey the laws of the community.	Pupils might make a list of some of the rules which they have at home, at school and in the community. e.g. - at the rink, on the playgrounds, at the swimming pool, etc.
	The community government usually provides for the enforcement of laws.	Discussion might take place regarding the reasons for such rules as those the pupils have listed and what the punishmen are for breaking the rules. Who makes the rules and laws in each case above? What might the reason or reasons be for each of the rules? Who enforces the punishment if rules are broken? Do communities in other lands have rules and laws? etc.
	The community government determines the punishment for breaking community laws.	
		Pupils might discuss the ways in which community government touches the lives of the students.
	Unpopular laws may be changed by the peoples' representatives.	Pupils might be asked to cite instances where the general rules of games they play have been modified by general consent in order to facilitate successful participation in the games. e.g. Pitching distance and base distance shortened for smaller people, etc.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Field Trip - Visit a polling booth during a local election in order to learn how voting takes place.
		A simple chart might be made listing the names of the officers of your local government.
		Invite local persons who have lived in or visited other lands to talk about community government in these lands.
Power - Authority		Conduct a mock election in which pupils play the roles of candidates for various offices. The candidates should state their positions in regard to simpler community problems. Carry out the election - poll clerks, scrutineers, etc.
		Invite a representative from the local government to visit the class and talk with the pupils. The representative might be asked to state his reasons for having run for public office - the number of candidates - how he was elected, etc.
		Dramatize a council meeting in which pupils play the roles of council members who propose, discuss and vote on an issue or law.
	Community governments are given power to raise money by taxing the citizens to provide for community needs.	Class committees might investigate and report back to the class how the student council, the Red Cross youth and other school organizations acquire money to carry on their projects.
		Students might be asked to find out what municipal taxes, licence fees etc. are paid by their parents. The findings may then be reported to the class.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Discussion might be conducted regarding the various ways in which community government gets the money to provide services for the residents - taxes, business licences, etc.
Acculturation	Communities usually maintain institutions devoted to the provision of education, recreation and character building.	On a map of the community, locate the schools, library, playgrounds, churches, rinks, halls, etc. Discussion might be developed regarding methods used to acquire funds to provide for these institutions. Pictures might be collected from magazines or they might be drawn by pupils depicting the activities carried on by the various community institutions. Construct a time-line and on it place the institutions as they were established chronologically.
	The various cultural groups which make up a community contribute to the overall customs of the community.	Show films, filmstrips of customs and celebrations of various cultural groups. From these, list those customs and celebrations that are common to your community. Collect pictures of community celebrations and activities. List the cultural groups responsible for bringing the particular activities and customs to the community. e.g. Picture of curling game - origin - Scotland Picture of lacrosse game - origin - Indian Picture of St. Patrick's Day celebration - origin - Ireland Picture of Thansgiving Day - origin - U.S.A. (Fowl Supper) etc.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Although various customs may have originated with a specific cultural group, most of these are enjoyed by all cultural groups in the community.
	The traditions and customs prevelant in a community may tend to modify customs held by individuals who settle in the community.	Students might poll parents who have entered the community in recent years (from overseas and from other Canadian communities) to find out what community customs and traditions were new to them and which of these new customs they have embraced. e.g. Hallowe'en - tricks or treats Christmas presents (a) method of giving - hanging up stockings (b) day for opening gifts (c) use of Christmas tree etc.

UNIT IV - How do Communities Meet the Needs and Wants of People?

Scarcity	Communities have many needs which must be satisfied. All people need to earn money with which to pay for food, clothing and a place to live. People earn income by providing goods and services for others. Many different types of stores and services are needed in a community. The larger the community the more workers are required.	Bulletin Board Display Using magazine clippings to show different aspects of a community. i.e. stores, factories a hospital, street of houses a city bus, schools a railway, telephone office a highway, theatres a grain elevator, banks school bus, apartments swimming pool, shops of services

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Hold a class discussion on the following: 1. Why do people choose to live where they do? 2. What do people need? 3. Can communities supply these? 4. Can people have everything they want? 5. Does your community have everything you need and want? 6. What basic needs must a community provide?
Economic Decisions	The degree to which community needs are satisfied is dependent upon the resources of the community. People in communities have unlimited wants. This creates problems for communities with limited resources. Choices must be made in utilizing community resources. Priorities must be established so that the satisfaction of major needs takes precedence over the satisfaction of minor needs.	Present a variety of types of communities in pictures, from books, charts, magazines. Try to include as many of the following as possible - some of limited resources. some plentiful. A mining town; a small village in a farm area; a mountain village (Switzerland or Norway or British Columbia); a city with factories; a village in India; a village in Canada; a seaport; a lumber town, a fruit growing town, etc. Have class decide which communities would supply most jobs, fewest, would grow larger, would supply most or least services, would attract most people, would be able to afford to build large hospitals, swimming pools, bus services etc. What communities try to supply first.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Chart:
		Build with class a chart on the choices a community must make under headings:
		COMMUNITY NEEDS
		Greater Needs — Lesser Needs
		Students discuss reasons for their choice.
Specialization	Many different workers contribute to the production and sale of merchandise.	Production - Work in the Community
		Make a survey of how mothers and fathers and other close relatives make a living.
	Specialization of work has brought about greater efficiency and a higher standard of living. It increases the production and decreases the cost of goods and services.	Invite a few parents to schools to tell the children about their work. If possible, get both producers of goods and producers of services. Ask them to bring objects connected with their work if possible.
	Many people perform services for families. A person performing a service must be skilled in that particular service.	Add the places of work of the parents to the class map of the community. Collect pictures of the different types of jobs which people do in the community. Categorize them under goods, services. Discuss the work of community helpers. Add recent ones to the traditional list - Recreational Director, Town Planner, etc.
	Each member of a community is dependent upon others for most of the goods and services he requires.	Role Playing: A student dramatizes a job. Class guess the worker and tells whether he is a producer of goods or services.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES

Dramatize a situation to point up the importance of community services. i.e. power failure, traffic jam - no stop lights.

No milk for breakfast - milk man does not arrive, mother phones creamery or store, no power - no milk.

Mother has to make coffee on outdoor barbecue. Store customers have to climb stairs, farmer shovels grain - auger won't work, family feeds chickens by hand - automatic feeder is stopped, etc.

Dramatize other services showing need - Bad Snow Storm - city snowplows, buses, telephone communications.

Division of Labour - Specialization

Visit a large department store, or factory, creamery, post office, etc. Be sure your visit is by appointment so that a guide will be available. Prepare class before visit for reason for visit. How the work is divided. What work each employee is doing special. How management keeps it flowing smoothly. Follow a product from backroom storeroom to front cashier. Be sure to include office staff. After visit, plan a frieze with class. Paint pictures of different workers in sequence, etc.

Compare and contrast with work in a small village in India where most goods are produced in homes by craftsmen.

Compare and contrast with work in pioneer days. Stress

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		of division of labour was necessary among family members as well as neighbours of community. Specialization came about as one pioneer became more adept at blacksmithing, etc.
Geographical Specialization	Different types of communities supply different products.	Have class make a scrapbook of different communities and the products they supply. Keep this a casual overview just to show that the community exists because of the products it supplies.
	A farm community makes its living from the land. Most people in towns and cities do not make their living from the land.	If your class is an urban one, plan to visit a nearby farm to note the products it produces.
	Most communities are dependent upon other communities for goods and services.	A class from a farm community could make charts of the products their farms produce, collect samples of grains, etc. Bring leather articles to class, or wool, paper, etc.
Interdependence	A farm community is dependent upon a town for some services and goods and also dependent upon a city for others.	Trace the origins of the boy's boots and the gun holsters, etc., from prairie ranch to city factory to store. Class paint pictures of the different workers involved in the story of the boots, etc.
	Towns and cities are dependent upon the farm communities for goods.	A second group might like to paint pictures of people working to produce the materials for their homes.
	Most communities are dependent upon other communities for some goods and services.	
Linkage	Transportation plays an important part in making goods and services available in a community. It is	Dramatize a breakdown in farm equipment, a city fire ladder truck, etc.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
	important in the exchange of goods between communities. It is important to transport people from one place to another.	Players assume roles of farmers, wife, telephone operator, parts dealer, telex operator, distributor, train crew or plane crew, truck driver, farmer drives into town for part.
	Communities need to have efficient means of communication for the people within the community, and with the other communities.	The foods for a meal could be traced using pictures of the transportation vehicles in tracing the journey of the different foods.
		Compare and contrast with transportation in a South American country.
Business Cycle	Stores and businesses must make a profit in order to have money to invest to supply other needs of the people.	Play Store: Owner uses profit to enlarge his store to include another department - i.e. drugs, hardware.
		Role Play a Mechanic.
	Some people of a community save part of their income to invest in new businesses.	Dramatize father saving part of his pay cheque each month. Then writing a cheque for an amount to invest in a business of his own. Buys a license at city hall. Rents an old building. Buys a few new tools. Several customers come. Worker again saves and expands his business.
UNIT V - How Does Change Affect Communities?		
Change	Communities differ in age.	Make a collection of pictures depicting older and newer communities noting changes that have taken place in the various aspects of community life. e.g. Uranium City --- Flin Flon Regina --- Quebec City Saskatoon --- Halifax

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Field Trip - Visit the older and newer sections of your community and make a list of the differences in age of the houses, apartments, stores, schools, churches, etc.
		Construct a time-line showing the establishment of various communities within the province. (Include your own community)
Change	Communities change as peoples' needs change.	Collect or draw pictures which depict changes that have taken place in the community from earlier times. Discussion might be carried on regarding the reasons that change took place in the community - stores - livery barns - garages - railways - roads, etc.
	Communities change is size and composition.	
	Change has been continuous in communities throughout time.	Invite older residents to talk to the students or to make a tape recording concerning the changes that have taken place in the community since their arrival. List the beneficial and detrimental changes.
	Change does not take place at a uniform rate.	
		Visit older buildings and landmarks in the community and learn about their significance in the history of the community.
	The changes that take place in a community are not always beneficial to the community.	Visit the museum and check in local libraries to find out about the Indians who lived in the area before the white man settled there - tribe - homes - food - clothing, etc.
		Make use of local histories to find out how the community has changed throughout the years.
		Construct a time-line and place on it the important events that have taken place in the life of the community.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Obtain the census figures for the preceeding years to determine the population changes in the community. Vist a new building under construction and find out why the new building is required. Visit an urban renewal project in the community. Discuss or write about "The Things I Should Like to Change in My Community".
Change	Group roles change as changes in the community take place through time.	Have students draw or collect pictures to contrast activity carried on by a group today with the activity carried on by a similar group of past. e.g. Farming in Saskatchewan - 1900-1920-1970. Trace the development of transportation from the turn of the century to the present time, with emphasis placed on the changing roles involved.

e.g.

	1900	1970
Common form of travel	Buggy or carriage	Automobile
Source of power	Horse	Gasoline engine
Producer of power source	Farm	Manufacturing plant
Fuel Required	Hay, oats, etc.	Gasoline
Fuel Producer	Farmer	Oil Industry
Service obtained	Livery Barn	Garage
Road requirements	Dirt roads and trails	Highways Gravelled roads Pavement
etc.		

Invite the secretary-treasurer of a local organization or club which has a lengthy history of service (Homemakers - Lions - Kinsmen - 4H, etc.) to read minutes from meetings of the past and of some of the more recent meetings.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		e.g. Homemakers during 1939-45 period were likely doing war service work (knitting socks for soldiers -- food parcels for Britain, etc.) Present time may be more likely concentrating on local problems and underdeveloped country relief.
		Have a local police officer talk to the students about the changes which have taken place in police duties with the general use of the auto.
		Before: Police used horse and bicycles No such thing as speeding violations to contend with. After: Use of cars Use of purple gas Speeding charges, inadequate brakes, etc. } Offences that emerged after invention of automobile
Continuity	Community institutions carry on through time and influence change.	Research groups might prepare lists of personnel in chronological order who have held positions such as: School principals - Div. I, year II teachers - church ministers or priests - service club presidents, etc.
		Through discussion it might be shown that although people come and go the institutions they were involved with carry on.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
Cause and Effect	Communities change in an effort to meet changing needs. Change affects communities in different ways. The changes may be positive or negative in respect to the welfare of the community.	Discuss the changes that must have taken place in your community when the majority of the citizens obtained automobiles: - Roads required or streets - service stations What occupational groups might have suffered from the advent of the automobile? - Feed suppliers - ranchers (horses) - buggy manufacturers - livery stable operators - blacksmiths, etc. Discuss what might happen to each of the following communities if the events listed were to take place: (a) Grain farming community (i) If people stopped using grain, (ii) If the railroad was taken out. (b) A mining community (i) If the mineral deposit ran out. (c) A large city (i) If the population increased greatly in a short period of time. (ii) If a large number of the residents lost their jobs and could find no work in the city.
Nature of Evidence	A study of the historical records, artifacts, and community structures helps to promote an understanding of the aspects of change in communities.	Pupils might be asked to do some research at home and within the community to find records of the community and to report their findings to the class. Photos, slides, pictures, scrapbooks might be borrowed for use in showing the changes that have taken place in the community. Grandparents might be interviewed (tape recorded).

There were many local community histories written during Saskatchewan Jubilee years and during Canada's centennial year. Histories such as this might be read aloud to the class and suitable portions might be dramatized.

Pupils might gather pictures of articles used in the past and their modern counterparts. Discussion might be developed regarding - costs - materials used - manufacture servicing. e.g.

	Washing in 1900	Washing in 1970
Equipment used	washboard - tub	washing machine or automatic washer
Construction	wood - copper - enamelware	porcelain - chromium - rubber - glass - plactic, etc.
Where purchased	general store or hardware store	department store - hardware store
Repairs carried out by	Father - brother etc.	serviceman etc.

Field Trip - The class might visit a nearby museum in order to see objects used in the past which might be compare with their modern counterparts. Discussion might centre around changes that have taken place in the work force with the advent of newer machines and what changes have been brought about in the community by the development of the

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		newer machines. e.g. Steam engine - threshing machine - combine. Number of people employed using each of the machines, etc.
Nature of Evidence		Organize committees to search for pictures, film strips, books, etc. that show or tell of changes that have taken place in other communities - (Rural - Urban - Pioneer - Indian - Swiss - Norwegian - South American). The results of such research should be presented to the class.
Values and Beliefs	Certain values, customs and beliefs tend to be retained by communities. These values and beliefs may become modified as change occurs within the community.	Role Playing - involving values such as honesty, justice, truth, etc. e.g. - One student might play role of person who becomes rich through dishonest actions, while a second student plays role of person who deals honestly and openly but remains relatively poor. Poll the "student community" regarding which one each of the students would prefer as a friend. Make a picture collection of communities with differing ethnic backgrounds. Through picture interpretation have pupils identify the customs and beliefs held in these communities that differ from those held or practised in your community. Pupils might draw a map of the community on which the places of community worship are marked. Pupils might collect or draw pictures of the "symbols" of various religious faiths. Discrete discussion might be developed regarding differences in services in the various places of worship. Read aloud stories concerning the values, customs, and beliefs of people from other communities.

Explanation of Bibliography

A short bibliography of print and audiovisual material for teacher reference is offered at the end of the course outline for each year. The numerals preceding each entry refer to a suggested order of preference for purchase. Abbreviations included in the buying information are explained in the section Key to Publishers and Producers/Distributors.

The listings are intended to serve only as initial guides to teachers and should be considered partial. Updating of reference would be a continuing responsibility at the local level.

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INDIAN AND HER NEIGHBOURS. Oxford Children's Reference Library.
c. 1967 (Ox, $4.96)
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AUDIOVISUAL REFERENCE

UNIT I

ANTHONY AND MARIA OF SWITZERLAND "Boys and Girls of Many Lands" series. Society for Visual Education. Filmstrip, color (EFD, $6.00)

BOLIVIA-LA PAZ "Historic Cities of South America" series. Eye Gate. Filmstrip, color (Cenco, Filmstrip, $5.80, Individual cassette or reel Teach-A-Tape $5.50)

BRAZIL-RIO DE JANIERO, BRAZILIA "Historic Cities of South America" series. Eye Gate. Filmstrip, color (Cenco, Filmstrip $5.80, Individual cassette or reel Teach-A-Tape $5.50)

LIVING IN A BIG CITY "Our Community" series. Jam Handy. Filmstrip, color (Scott, $6.00)

NEIGHBORHOODS. Coronet. Series of 6 color filmstrips and 3 phonodiscs; Neighborhoods of Many Kinds; Neighborhoods in the City; Neighborhoods in the Suburbs; Neighborhoods in Small Towns; Neighborhoods in the Country; Neighborhoods Change; (Sov, 6 filmstrips and 3 phonodiscs $47.50. Series of 6 captioned filmstrips $40.00)

UNIT II

PLACES WE ALL OWN "The Neighborhood Community" series. Encyclopaedia Britannica. Filmstrip, color (EBP, $6.00)

UNIT III

AT WORK IN THE CITY "Living on Man's Earth" series. Encyclopaedia Britannica. Filmstrip, color (EBP, $8.00)

HERE IS THE CITY "The City Community" series. Encyclopaedia Britannica. Filmstrip, color (EBP, $6.00)

HOW DO YOU FEEL ABOUT YOUR COMMUNITY? "How Do You Feel?" series. Filmstrip, color (Ch) $39.00 for series of six filmstrips - How Do You Feel About Your Community? How Do You Feel About School? How Do You Feel About Animals and Plants? How Do You Feel About Your Home and Family? How Do You Feel About Other Children? How Do You Feel About Being Alone?

WHAT DO YOU THINK ABOUT HELPING YOUR COMMUNITY? "What Do You Think?" series. Filmstrip, color (Ch) $39.00 for series of six filmstrips - What Do You Think About Finders Keepers? What Do You Think About Tattling? What Do You

Think About Lying? What Do You Think About Promises? What Do You Think About Helping Your Family? What Do You Think About Helping Your Community?

UNIT IV

IN MANY COMMUNITIES "Living On Man's Earth" series. Encyclopaedia Britannica. Filmstrip, color (EBP, $8.00)

NEIGHBORHOOD WORKERS "The Neighborhood Community" series. Encyclopaedia Britannica. Filmstrip, color (EBP, $6.00)

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WORKING IN OUR COMMUNITY "Our Community" series. Jam Handy. Filmstrip, color (Scott, $6.00)

KEY TO PUBLISHERS AND PRODUCERS/DISTRIBUTORS

Bh — BELLHAVEN HOUSE LTD.,
1145 Bellamy Road,
Scarborough 707, Ontario.

Cenco — CENTRAL SCIENTIFIC COMPANY OF CANADA LIMITED,
2200 South Sheridan Way,
Clarkson, Ontario.

Ch — CHURCHILL FILMS,
662 North Robertson Blvd.,
Los Angeles, California 90069

Ci — CLARKE, IRWIN & COMPANY LTD.,
Clarwin House,
791 St. Clair Ave. W.,
Toronto, Ontario.

Cm — COLLIER-MACMILLAN CANADA, LTD.,
539 Collier-Macmillan Drive,
Galt, Ontario.

De — J.M. DENT & SONS (CANADA) LTD.,
100 Scarsdale Road,
Don Mills, Ontario.

Do — DOUBLEDAY PUBLISHERS,
105 Bond Street,
Toronto 200, Ontario.

EBP — ENCYCLOPAEDIA BRITANNICA PUBLICATIONS LTD.,
Britannica House,
151 Bloor Street West,
Toronto 5, Ontario.

EFD — EDUCATIONAL FILM DISTRIBUTORS LTD.,
191 Eglinton Avenue East,
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Fi — FIDELER REPRESENTATIVES & CONSULTANTS,
73 Six Point Road,
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Ga — GAGE EDUCATIONAL PUBLISHING LTD.,
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GLC GENERAL LEARNING CORPORATION,
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Vancouver 3, British Columbia.

AN OVERVIEW

YEAR THREE

CITIES AND METROPOLITAN AREAS

LEARNING ABOUT CITIES AND METROPOLITAN AREAS

Social Science Emphasis

Overview

Geography

Political Science

Sociology

Economics

UNIT I

What are Cities and Metropolitan Areas?

- Definition-Description
- Function
- Population
- Similarities and Differences

UNIT II

Where are Cities and Metropolitan Areas Located?

- Map and Globe Skills
- Hemisphere
- Direction
- Seasons
- Land Use

UNIT III

How Do People Live in Cities and Metropolitan Areas?

- Roles
- Government
- Responsibilities
- Education
- Aesthetic Needs
- Recreation

UNIT IV

How Do Cities and Metropolitan Areas Meet The Needs and Wants of People?

- Economic Problem
- Needs
- Production
- Specialization
- Division of Labour
- Inderdependence
- Distribution

A wide range of samples might be selected to develop the desired concepts about cities. They should be chosen with conce for the past and present, similarity and dissimilarity to our own and the near and far, they should be chosen a well, to ensure broad world coverage without too much emphasis on any one countr throughout the various year levels. The following are suggested:

- Our own or nearest city
- Early Canadian
- Later Canadian
- Canadian port - distribution and storage
- Other Canadian Cities
- Resource base - mine forest - fish
- Government centre
- Historical interest
- World ~~Cities~~ unique as
  - Port
  - Historical interest
  - Religious or cultural centre
  - Newly planned city

UNIT V

How Do Cities and Metropolitan Areas Change?

- Continuous Development
- Causes of Change
- Beneficial Change
- Harmful Change
- Planning
- Records of Change

DIVISION I

YEAR THREE

CITIES AND METROPOLITAN AREAS

UNIT I - What are Cities and Metropolitan Areas?

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
Region	A city is a type of community with population, government, boundaries, and a legal charter from a senior government.	Discover the kinds of things people do in a city from examining an extensive display of pictures of people at work and at play in the city. (Shopping, strolling, a parade, traffic jam, at church, a swimming pool). Discuss places, activities, and groupings of people suggested by the pictures.
	The term metropolitan area refers to a large city and the smaller communities around it.	Identify and locate some of the large metropolitan areas of Canada. Discuss ways in which the central city and the outlying areas influence each other and depend upon one another. Discuss advantages and disadvantages of living in: (1) the downtown area; (2) the suburbs. Try to find areas where large cities seem to be "growing into each other" so that boundaries between them are not clear.
	Each city has industrial areas that are close to railroads, highways, or waterways.	Examine pictures of industrial areas of a large city; Identify some of the major industries. Does the city have a "special" industry for which it is famous (Detroit, Windsor - automobiles).

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		From a drive through an industrial area or from pictures, make a list of things you would see(large buildings for manufacturing or storage, no residences, heavy transport, trucks, railways, etc.).
	Cities have commercial areas which supply goods and services for people.	On a base map (general pattern and shape, boundaries and main roads) identify the "downtown" commercial area. What goods and services are available in a "nearby" commercial area? What additional ones are available "downtown"?
	Cities have residential areas of different types.	Collect pictures of various types of homes in which people live. Where are these located in the city? Which are downtown, in the suburbs? new? old?
		Discuss why living in one area might be preferable to living in another.
	Cities differ in composition, function, physical geography, population and size.	Construct a floor or table layout of a city. Use cutouts of colored paper to indicate the location of the various areas.
		Look at pictures, aerial photographs and base maps to practice identifying the various areas of cities. Do the patterns change for older cities? What factors might determine the pattern of development? (Natural features, location of major roads, railroads, etc.).
Social Being	In general, the degree to which the city provides means for people to satisfy by their needs varies directly with the size of the city.	Make a collection of pictures indicative of people's needs. (homes, hospital, fire station, park, place of work, etc.). Pin these around a base map of a city. Connect each picture to its location on the base map with string to show its location. What kinds of pictures would have to be added for a larger city?

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
UNIT II - Where are Cities and Metropolitan Areas Located?		
Maps	Maps and globes are useful for showing the natural and man-made features of the earth, to develop ideas about direction, distance and location on the earth.	Note: Effective use of geographic materials depends on the development of various geographic skills. Constant practice is required. Throughout Year III students might well: - visit areas of the community - make three-dimensional floor or table top layouts - prepare base maps where scale, direction, and routes are correctly indicated - read and use conventional map symbols - pictorial, semi-pictorial and more abstract symbols for buildings, signs, rail and roadways, overpass, underpass, bridge, etc. - interpret from the living landscape, pictures, photographs and maps - describe the relationship of two or more locations in terms of - direction - (cardinal direction) distance - in terms of time - in terms of blocks and miles (walking to school, to the supermarket from downtown to my house, an air flight to _____.)
	Observation of the living landscape pictures and photographs can be interpreted onto a map.	
	The location in which cities are found throughout the world may be described in terms of hemispheres, continents and types of landforms.	Examine many pictures of landforms (deserts, mountains, polar regions, swamp land, etc.) Note relationship of landform and climate as two natural features which might determine where cities are located. Use the globe to review the continents. Find examples of major cities on each continent. Review that the globe is a model of the earth. Indicate that only half of the earth may be viewed at one time. One half the earth is called a hemisphere.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Demonstrate the use of the terms Northern and Southern Hemisphere, Eastern and Western Hemisphere. Practice describing the location of a city, by hemisphere and continent.
Spatial Relationships	The earth rotates on an axis. One end of this invisible line is called the North Pole: the other the South Pole. The shape and rotation of the earth cause day and night and gives us' ideas about directions.	Demonstrate the meaning of axis (a very difficult concept) by spinning a top or a ball. Demonstrate with a globe and source of light: 1. The change from day to night at a particular location. 2. How the sun appears at any location to rise in the East and set in the West. Show that the direction north means toward the north pole - south means toward the south pole. (Avoid use of up and down or explain that these terms mean "farther from" and "closer to" the centre of the earth).
	The seasons of the year are related to the tilt of the earth's axis and its movement around the sun.	Demonstrate that the northern half of the earth tilts toward the sun in summer and away from it in winter. Also in summer the sun strikes the surface more directly. (With a flashlight held at an angle, the light on a table top is "spread out". Held vertically it is "concentrated"). This is the same with the heat of the sun's rays.
Region	The life of man is influenced by weather and climate.	Examine a set of pictures showing - buildings covered with snow, sailboats on rough water, children playing in puddles, etc. Make a list of words to describe the weather (conditions of atmosphere at a given time and place - windy, cloudy, wet, dry, clear, etc.).

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Write such words on a calendar each day for a month. Note variations. Describe places where there are few or many variations from day to day. Repetition of the above at another time of the year will help with an understanding of day to day changes in another season of the year. Distinquish between expressions which refer to weather and to climate (the kind of weather a place has over months or years). Discuss how we are influenced by weather and climate (clothing, food products grown, plants, drainage systems, insulation or air conditioning, snow removal equipment, etc.).
Perpetual Transformation	The buildings and structures man erects in communities are man-made rather than natural features on earth.	Prepare a display of pictures which shows the difference between man-made and natural features. From a large collection of mixed pictures have pupils sort three groups: 1. natural features only 2. man-made features 3. a combination of the two.
	The larger the city the greater the number and variety of man-made features.	Compare maps and pictures of two or more cities (small and large ones). What structures are seen in both? What structures are different? What factors might determine the style and type of building? Might the type and distribution of buildings suggest that the city covering the largest area is not

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		necessarily the one with the largest population?
	When settlers first came to Canada they came in ships and therefore along the waterways.	Identify Europe on the globe. Which part of Canada is closest to Europe?
		Examine pictures and simple base maps of early settlements and those same settlements today. Suggest factors which helped these early settlements grow.
	The building of railroads made possible the fast growth of cities and the development of inland cities.	Find samples of inland cities in Canada and other areas of the world. What helped the inland cities grow? Name cities that have grown as port cities, inland cities.
	Sites for communities are often chosen near a specific natural resource. As industries grew from the use of the natural resource the city grew larger.	Use samples of Canadian and world cities to show a major emphasis in a particular resource or resources. (mine, forest, fish, fertile land for crops or livestock).
		Read stories about industries, like fishing, lumbering, mining, farming. Make a list or collect pictures of products from such natural resources.
	As cities grow, new structures appear on the land.	Select several large buildings in your city or a city near you. Determine what was on that "site" before the new building was erected. Look for old photographs, maps, or pictures of the area, ask your parents, or grandparents. (Look for examples of expanding areas taking over farm land, buildings or freeways in older areas which have been cleared of other buildings, areas which have been drained or filled in.)
		Find examples of old buildings which have remained. Why have they not been replaced by new structures?

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
UNIT III - How Do People Live in Cities and Metropolitan Areas?		
Power-Authority	Every human community needs a government of some kind; the more advanced the community, the more complex is the form of government.	Dramatization - Have class members dramatize some incident in which a rule or law has been broken, e.g. A student forgot his lunch and ate the lunch belonging to another. This should lead to a discussion of the need for rules and regulations and the necessity for people to obey such rules. Discuss the necessity for rules and regulations in order to foster harmonious living, emphasizing the chaotic conditions that would likely result if there were no rules to guide human activities. Prepare a chart listing (or use pictures to denote) the responsibilities of government in communities of varying sizes, to show the increasing complexity with the increase in size. e.g. Small Town: Mayor; Councillors (number); Town Clerk; Town Crew City: Mayor; Aldermen (number); City Clerk; Department Heads; Department Employees; etc. Display pictures of various city halls, and attempt to find the names of as many mayors, aldermen, etc. in other cities. Display pictures of regulatory signs which various government bodies post in cities.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
	Laws are enacted to protect the rights of citizens and responsible citizens obey such laws.	Pupils might prepare a list of the rules that are in force in the classroom, in the school, and on the playground. Discussion might centre around the rights of pupils that are protected by such rules. This might be expanded to consider laws that have been enacted by local government bodies for the well being of the citizens. Pupils might make up a list of building regulations in the town or city that is nearby. Discussion of the regulations might be directed toward the necessity of such regulations. This might be expanded to consider the reasons why there tends to be greater restrictions on freedom of individual action where greater numbers of individuals are concentrated (e.g. a farmer may construct a building anywhere on his own land, but urban dwellers must conform to certain regulations and building codes).
	In a democratic society, such as ours, the people govern themselves through their elected representatives.	A discussion might centre around the impossibility of every citizen being able to partake directly in law-making, consequently it is necessary to elect persons to represent us for this purpose. Have the students elect a committee of classmates to draft rules for the classroom. Allow pupils to vote on the rules that the committee has drafted. Field Trip - Allow the students to visit a polling centre during a local election to learn how voting takes place. Make a collection of newspaper pictures and clippings that pertain to elections in nearby and far-off cities.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
	Unpopular laws may be changed by the people through their elected representatives.	Prepare a list of laws that have been changed by various levels of government during the past decade or so that have been in keeping with changing circumstances or with the changing views of the majority. e.g. voting age death penalty highway speeds in posted zones breathalyzer tests etc. Discuss the circumstances surrounding the modification in the laws. Role Playing - Pretend that an unpopular rule has been established and enforced in the classroom, and hold an election in which this rule is the main issue (e.g. each boy must bow to each girl upon entering the room and each girl must curtsy in return). Have one candidate speak in support of the rule, while his opponent promises to repeal the rule if elected. Set up a polling booth, provide a ballot box and ballots. Carry out the voting procedure. The result of the election will determine whether or not the rule was popular or not and whether or not it will be changed.
	City governments are formed to make and enforce laws, and to provide the citizens with services which cannot be easily provided by the individuals themselves.	Prepare a chart or collect pictures for a bulletin board display depicting various services that are provided by local government bodies. e.g. Village: sewer (maybe), water (maybe), sidewalks, fire protection (voluntary) City: sewer, water, police, fire department, health, transit, snow removal, recreation, etc.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		After completion of the list or display, discussion might lead students to realize that (1) few of the services could be provided by the individual himself (2) cities being larger with a greater tax base are able to supply many more services to inhabitants than can be supplied by villages. Prepare a scrapbook containing pictures of city jobs, services, buildings, schools, transportation facilities, etc.
	A city government, like any government, has a structure and various functions are carried out by it.	Charts may be prepared by the students on forms of city governments. On the charts the typical city government structure might be listed. Similarly, the various functions carried out by the government might be designated. Field Trip - Visit the city hall (or a near-by city hall) and interview staff members to find out what duties are performed and what responsibilities rest with the city government. Use of resource person - Invite a local government leader or a person familiar with local government operation to speak to the class about the structure and functions of local government bodies. Prepare a list of mythical complaints about local government services. Have the students discuss and decide to which local government department or official each complaint should be directed. e.g. traffic light partly obscured hole in the pavement drinking water discoloured etc.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Groups might do research projects on cities, both at home and abroad, to determine the form of local government prevailing in each.
		Hold a mock (civic) election for mayor and aldermen. Class member candidates should express their views on selected problem issues that many cities are presently faced with. (traffic congestion, unemployment, urban renewal, pollution, etc.)
	Communities, such as cities, have a local government body. Metropolitan areas may or may not have one over-all government.	Groups might do research projects on specific metropolitan areas to determine the type of government prevailing in each.
		Compare and contrast the types of local government found in metropolitan areas throughout the world. Attempt to ascertain from the research whether or not the type of metropolitan government is dependent upon the type of government to which the nation subscribes.
		Compare and contrast the structure and functions of a local city government with that of a metropolitan area.
	Planning is an integral part of modern city government.	Discussion - suppose a rich ore find has destined your community to grow into a manufacturing city within a period of time. What might be the role of the local government in planning for this in such areas as transportation, protection, utilities, education, health, etc.
		Invite a town or city planner to speak to the class on the nature of his work or have a committee of the class tape an interview with a planner for replay to the class.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Discuss with the class what could happen if there was no city planning, and as a consequence no controls of private action. e.g. (a) no zoning regulations - (no control of the use to which land is put - residential and industrial together) (b) no subdivision regulations - (no control over the rate at which open land is prepared for development and no control over the size of lots - effect on expenditures for sewer etc.) (c) no building regulations - (no control over the materials used in construction and no control over the amount of light and ventilation provided).
	City governments are invested with the authority to derive funds through taxation to provide the citizens with services.	A student committee might visit the municipal (city) offices to seek information regarding the amount of tax money spent in each department or service area. Students might bring such articles as old dog licences (tags) and bicycle licence plates that have been issued by the local government as examples of revenue derived from their own possessions. Resource person - Invite the town or city clerk to talk to the class about the methods of setting, collecting, and distributing local property tax receipts. Students might prepare a pie-graph depicting the expenditure of total tax money by each department. The size of each "piece" should be relative to the amount of the expenditure and each might be colored differently.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES

UNIT IV - How Do Cities and Metropolitan Areas Meet the Needs and Wants of People?

Scarcity

The conflict between unlimited wants and limited natural and human resources is the basic economic problem.

Cities are centers of production and consumption of goods and services. The production of goods and services makes use of available natural and human resources.

In general, the degree to which the city provides the means to satisfy the needs of people varies according to its size, and location.

The methods by which resources are manufactured and used depend on many factors and vary from place to place.

To start the unit one might collect and display some articles and pictures of Saskatchewan production in one group, other articles produced in more distant cities in another group, some produced in other countries.

i.e.

a slice of bread	a toy	rugs
a brick	shoes	ships
a wooden board	furniture	tea
plywood	tools	camera
paper	car	toys
vegetable oil	aeroplane	cars
a can of oil	machinery	
milk carton		
cardboard box		
plastic cable		
curling brooms		
tents		
ice creams		

Prepare labels: Economics, Economic Process, Economic Problem, Natural Resources, Human Resources.

Explain to class the study of this unit is how the needs of people are met and is titled Economics.

In discussion of the articles and pictures lead the class to realize:

1. the meaning of natural resources, human resources;
2. that the Economic Process is the changing of raw material to finished product;

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		3. that natural and human resources are limited; 4. that man everywhere faces the economic problem of finding the best ways to produce the most goods and services to provide for the most human wants at the least cost; 5. that not all goods or services are produced in any one place; 6. that articles are made by different methods in different cultures; 7. in general, greater volume and variety of goods and services are provided in larger cities. Children might investigate and report about articles in the home that are made in various places.
Specialization	More needs and wants have been satisfied through modern production.	To illustrate the Economic Process trace the production of some food or article of clothing from raw material to finished product. The filmstrip "A Loaf of Bread" traces the production from wheat to bread. To illustrate the Economic Problem read the book "Pelle's New Suit" and have class compare production of the clothes with some pictures of a modern factory. Further samples of modern production might help class to visualize the concept if known processes are used: hand saw - electric saw pick and shovel - dragline hand made furniture - power tools and machinery hand made rugs - factory made

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
	The production of goods requires many steps. Division of labour means each worker does part of a job.	Take the class on a visit to a bakery, creamery, oil refinery, meat packing plant, flour mill, or whichever is most suitable to the area. Prepare class before visit by listing the questions you wish them to investigate. Resources - What land is needed? - What natural resources are needed? - What power? Labour - What special jobs are there? - Management - skilled, unskilled, some skilled, physical, mental, transportation, etc. Capital - What money, machines and buildings are needed? Technology - What knowledge for each area is needed? After visit have class list their findings under the four headings. Class might like to paint an aspect of the production they enjoyed most, or a class booklet or mural could be made of the steps of production. Follow up this production study with a study of other professional services the plant needs that were not visible on the visit: the banker the accountant the lawyer the consultant, etc. Have class list other services that might be required for the business: signs advertising

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		telephone shipping (rail, bus, plane, etc)
Price	There is interdependence between businesses. Each business demands a market and this needs money as a medium of exchange.	Make a chart showing these. Discuss with class the other businesses that supplied materials for the one they visited. i.e. bakery - flour mill - cotton factory - farmer - paper factory Follow this with a discussion on the need for money, income, profit, market, etc. The class could make a chart showing the plants needs and interdependence using pictures or symbols.
Economic Decisions Distribution	The producers of goods depend on consumers. The producers and consumers depend on the distribution of goods and services.	Choose a product that is manufactured in a distant city, if possible, a real article. Trace the progress of the article through manufacturer, to wholesaler, to retailer, to buyer, asking questions of the class. Bring in transportation communications aspect as well. Role Play - Act out a request by a customer for an article made in another city. Have class members take roles of retailer, telephone operator, wholesaler, broker, shipper, manufacturer, customs officials, banker, telegrapher, mailman, aeroplane pilot, etc. Now act exchange of articles between countries using all the intermediary people.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		Have class collect as many articles as they can that have been made in the cities or countries under study. Have class members write an imaginative story of where the article was made and how it arrived here.
Business Cycle	There are not enough goods and services to take care of everyone's wants. There are not enough resources to produce all the things people want. People and countries must make choices.	Imagine situations in which a country has little money but needs Canada's wheat. Have class decide what the people do. i.e. go without luxuries to save money, make more articles for exchange, borrow from World Bank, sell harder, grow more in their own country, substitute other foods, etc. Commercial Businesses - department stores, special stores, hotels, gas stations.
UNIT V - How Do Cities and Metropolitan Areas Change?		
Change	All cities have a history. It is the story of the development that is ongoing and continuous.	Do all cities change? Time Line: Choose a city with which many of the class may be familiar. On a large sheet of paper draw a line horizontally down the middle and block this line off into time periods of 10 or 20 years apart.
	Cities are a relatively recent development in the history of mankind.	Have class find out some of the important events that took place in these periods and block them in the chart. Population, schools, hospitals, colleges, theatres, etc. may be some of the changes noted. Be sure to include small changes that occurred within the last year so that pupils may see that change is always taking place. Drawings instead of figures are more colorful and eye-catching and also more memorable.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
	There is a continuing trend toward urbanization throughout the populated areas of the world.	If possible collect pictures of a city in very early times, periods of most growth and recent pictures for comparison. Have students find stories about early man and why man started to live in larger groups.
	Cities change for different reasons. People change their environment as they search for a better way of life.	Why do some cities change more than others? Size-Composition: Choose a city or cities to study that show - growth because of natural resources, new inventions, new industries, university, seat of government, colleges, art centers, hospital facilities, transportation facilities, etc. Have class decide which cities will change more and why, and in what manner. Have class check in Canada Year Books for statistics on growth. In World Almanac and Encyclopedias for other cities.
	Some changes are beneficial, some are harmful to the population. Planning is necessary to make cities a better place to live. The growth and change of large cities has been accompanied by problems.	Why do parts of a city become rundown? What is urban renewal? Collect pictures of slums, old factories, deserted stores, etc. Ask class to explain why some parts of large cities are like this. Have them find out where factories are located in recently developed areas. Role Play - Have a class member be a lady who owns a rundown house in the core of the city. Have another play the role of the city planner.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES

Urban Renewal - The city planner wants her to move. She has no money to fix her old hours, nor money to pay for an apartment near her work. City planner explains about new low rental apartments that are going to be built on her property. He explains how many people can live on the space that her one house occupies. They agree on a contract. May request assistance grant from city hall, may decide to sell on being promised low rental suite, etc.

Display pictures, aerial photographs, and maps of larger cities, in order to identify problem areas within the cities. e.g. congested traffic arteries at peak times
the location of slum areas
potential pollution contributors, etc.

Form committees to research and present reports on such topics as - the inner city - suburbs - satellite cities - magalopolis - etc. with the object to point out problems particularly peculiar to these areas.

Using blocks or other similar material, construct a model city as it might have appeared a century ago. Using this model, make provisions for such modern features as truck and automobile traffic, airports, factories, supermarkets, etc. in order to realize some of the problems faced by city governments of the present time.

e.g. streets in some areas too narrow to allow for two-way travel - necessitating one-way streets
where to locate airport for jet aircraft, etc.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
	City officials are planning ways to overcome their problems.	Traffic Congestion Handle through use of Simulation Game - On a large sheet of tentest have class build a city with match boxes to represent businesses, schools, hospitals, government buildings, etc. Through the city paint a river. Have class decide the best traffic regulations to promote the smoothest flow of workers. Cardboard strips may represent overhead railways, high bridges, traffic circles, black strips may represent tunnels under streets, blue strips the subways, etc. Have toy cars, trucks, buses or pictures cut for traffic flow. Have class plan shopping plazas such as "Place Vil Marie" of Montreal, and Toronto's Civic Centre, to show best use of space for crowded downtown areas. Have class route out-of-city traffic to downtown areas via overhead highways and turn-off ramps, circle city bypasses, monorails, etc. Collect pictures of some of the latest means of city transportation from other countries, i.e. Japan, Germany (one rail trains suspended). Collect pictures of new plazas and have class discuss advantages. Pollution Collect pictures of factories belching smoke, autos crowding streets and sullied streams, etc. Compare and

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
		contrast with pictures of clean cities, pleasant rivers. Have class find out what factories are doing to control fumes, and wastes, what people can do about insecticides, and refuse, manufacturers planning for car exhaust, etc. Have class find out what their own city is doing for clean-up campaigns. Students role play the news media announcing changes.
	New inventions and new ideas cause changes in the economy of the city.	Why do people have trouble keeping up to change? Dramatize the production of an article (radio, t.v.) as it would have been made 10 years ago using one person to produce each part. Contrast this with the production of the same article today by computer. One man pushes computer buttons and complete article is produced. If possible, visit a modern telephone exchange to observe the mechanics of dial telephone. Through discussion and the use of pictures compare and contrast with telephone communications of the past, where many operators were employed. Such a discussion should bring out the idea of displaced workers, unemployment, retraining for a change in jobs.
	Changes in transportation routes and methods open new places for cities to grow.	Have class investigate how supplies and people reach an isolated city such as Uranium City, or mountainous cities, etc. Pictures of road, building equipment, modern and less modern, might show how rugged areas have become accessible.

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
Acculturation	All human beings develop their beliefs and behaviour as they seek ways to meet human needs and problems.	What is culture? Using study prints, pictures, etc. discuss with class clothing, food, ways of working, playing, sharing, for different peoples from several lands. Ask class "Why are all cultures similar in some ways?" All people have to provide basic needs. All people need to settle problems. "Why are cultures different?" Bring out differences in location, resources, technology, customs, traditions. "Why are many cultural groups found in cities?" Show pictures of artists, musicians, technicians, professionals, etc. Discuss where they get their training, how they earn their living, why they might have come to the city, what they contribute to a city. What changes they might bring to a city.
	Culture groups are always changing.	What changes in a society's culture come frequently? Style of dress, car design, buildings, etc. What changes come more slowly? Living conditions, type of work, educational change. Discuss why some changes occur more rapidly than others.
	Ways of living different from our own are not necessarily worse or better than our own, they are merely different. We borrow	If possible have class collect articles from homelands of the many cultural groups in our cities. Show a restaurant menu that has different foods from

CONCEPT	UNDERSTANDINGS	SAMPLE DEVELOPMENTAL ACTIVITIES
	many ideas from other cultures and change our culture continually.	other cultures. Locate any specialty shops that sell articles from other cultures.
Nature of Evidence	Cities provide many places and historical records to inform people of the many changes that have taken place.	Through pictures, slides, filmstrips, etc. show class different monuments, historic buildings, etc. from many cities. Ask class to give reasons why these are maintained, and what they might gain by visiting one or all, etc.
	Certain cities throughout the world have become significant for their unique historical, cultural, and economic features.	Read stories and collect pictures about cities that are world famous for their unique features. e.g. Centre of world religion - (Rome, Jerusalem, Salt Lake City, Mecca, etc.) Unique architecture Entertainment Museums United Nations Stock Exchange, etc.

Explanation of Bibliography

A short bibliography of print and audiovisual material for teacher reference is offered at the end of the course outline for each year. The numerals preceding each entry refer to a suggested order of preference for purchase. Abbreviations included in the buying information are explained in the section Key to Publishers and Producers/Distributors.

The listings are intended to serve only as initial guides to teachers and should be considered partial. Updating of reference would be a continuing responsibility at the local level.

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KEY TO PUBLISHERS AND PRODUCERS/DISTRIBUTORS

Bh — BELLHAVEN HOUSE LTD.,
1145 Bellamy Road,
Scarborough 707, Ontario.

Cenco — CENTRAL SCIENTIFIC COMPANY OF CANADA LIMITED,
2200 South Sheridan Way,
Clarkson, Ontario.

Ch — CHURCHILL FILMS,
662 North Robertson Blvd.,
Los Angeles, California 90069

Ci — CLARKE, IRWIN & COMPANY LTD.,
Clarwin House,
791 St. Clair Ave. W.,
Toronto, Ontario.

Cm — COLLIER-MACMILLAN CANADA, LTD.,
539 Collier-Macmillan Drive,
Galt, Ontario.

De — J.M. DENT & SONS (CANADA) LTD.,
100 Scarsdale Road,
Don Mills, Ontario.

Do — DOUBLEDAY PUBLISHERS,
105 Bond Street,
Toronto 200, Ontario.

EBP — ENCYCLOPAEDIA BRITANNICA PUBLICATIONS LTD.,
Britannica House,
151 Bloor Street West,
Toronto 5, Ontario.

EFD — Educational Film Distributors Ltd.,
191 Eglinton Avenue East,
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Fi — FIDELER REPRESENTATIVES & CONSULTANTS,
73 Six Point Road,
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Fw — FITZHENRY & WHITESIDE LTD.,
150 Lesmill Road,
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1500 Birchmount Road,
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104